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Abstract

The University of Maryland received the distinguished achievement award for its development and implementation of the Teacher Education Center concept as a unified approach to the study of teaching and supervision. Recognition awards were also given to (1) The University of New Mexico for its New Elementary Teacher Education Program combining the teaching of methods courses and actual laboratory experiences in a modular approach; (2) Western Michigan University for its Master's Degree Program for the Teaching of Culturally and Educationally Deprived Children and Youth; (3) San Francisco State College for its Sausalito Teacher Education Project (STEP) to prepare teachers for an ever-changing society; (4) Saint Olaf College for its Perspectives on Teaching Program. Special recognition was given to Ohio University for A Case Study of Ohio University International Education Projects in South Vietnam, Western Nigeria, and Northern Nigeria; Towson State College, Coppin State College, and Morgan State College, Maryland, for their consortium of theory and practice in the inner city; Knox College, Illincis, for its Summer Institute for Cooperating Teachers; Chadron State College, Nebraska, for A Program of Innovative Approaches; and Stout State University, Wisconsin, for The American Industry Teacher Education Program. (The announcement booklet contains brief descriptions of award-winning programs and of the 92 other entries.) (JS)

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Excellence in Teacher Education

1968
Distinguished Achievement Awards
of
The American Association of
Colleges for Teacher Education

1201 Sixteenth Street, N. W. • Washington, D. C. 20036

SP003276

The American Association of Colleges for Teacher Education

1201 Sixteenth Street, N.W.
Washington, D. C. 20036

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Encouragement of Excellence

The encouragement of excellence in collegiate programs of teacher education has always been viewed as the central purpose of The American Association of Colleges for Teacher Education. Much of the AACTE program has been devoted to encouraging improvements in teacher education programs to the benefit of member colleges and universities and their students. However, experience has clearly shown that the progress which has marked a significant segment of American teacher education has not been widely shared either within the profession itself or with the public at large.

The Distinguished Achievement Awards for Excellence in Teacher Education were established as an annual event in 1965. The program was conceived as an encouragement for member colleges and universities to describe their successful programs and in turn to stimulate other institutions to greater action. This booklet describes the 1968 Distinguished Achievement Awards recipients as well as those programs deemed by the judges to be worthy of Special Recognition. Under the section of the brochure entitled Participating Institutional Programs are brief descriptions of each entry in the 1968 Awards program, listed in alphabetical order. The administrators listed in the brochure are those who signed their institution's entry.

The American Association of Colleges for Teacher Education is proud of the quality and variety of programs of teacher education identified in this publication. It is hoped that the colleges and universities receiving the Distinguished Achievement Awards, as well as others who participated in this national effort, will encourage further improvements in colleges and universities and that this program will serve to reassure the American people regarding the quality of preparation being provided prospective teachers.

The reports of the Award recipients and the 92 other entries provide concrete evidence of the vigor and vitality of the large segment of American higher education comprising the membership of this Association. The variety of teacher education programs represented is consistent with the AACTE's long-standing conviction that the strength of American teacher education is reinforced by its diversity of offerings.

The American Association of Colleges for Teacher Education is deeply indebted to each participating college and university and its faculty, staff, and students for making this annual Distinguished Achievement Awards program possible.

Panel of Judges

The 1968 Distinguished Achievement Awards Panel of Judges was comprised of (left to right) Robert B. Howsam, AACTE institutional representative, and dean, College of Education, University of Houston; R. Stewart Jones, professor of education, University of Illinois; Paul H. Masoner, member, AACTE Executive Committee, and dean of education, University of Pittsburgh; Charles F. Kettering, Jr., president, CFK, Ltd., Denver, Colorado; and Russell A. Strong, chairman, AACTE Committee on Public Relations, chairman of the Panel of Judges, and director of public information, Davidson College.

The

Distinguished

Achievement

Award

THE UNIVERSITY OF MARYLAND
COLLEGE PARK, MARYLAND
WILSON H. ELKINS, *President*
VERNON E. ANDERSON, *Dean, College of Education*

THE TEACHER EDUCATION CENTER: A UNIFIED APPROACH TO TEACHER EDUCATION

L. MORRIS MCCLURE, *Associate Dean, Undergraduate Teacher Education*
JAMES F. COLLINS, *Director*

THE DISTINGUISHED ACHIEVEMENT AWARD for Excellence in Teacher Education of The American Association of Colleges for Teacher Education for 1968 is presented to the University of Maryland for its development and implementation of the Teacher Education Center concept as a unified approach to the study of teaching and supervision.

Gaining its impetus from a mutual desire on the part of the university and the public schools to develop a more effective program of teacher preparation, this program articulates and integrates theory and practice and brings together the pre-service and in-service components in a manner that makes for a unified and continuous teacher education program.

Coordinating this program at each of fourteen Teacher Education Centers is a full-time *Coordinator*, who is jointly selected and employed by a public school system and the University of Maryland. His role generally is to plan an effective laboratory experiences program for the university students assigned to the center and to coordinate an in-service program for supervising teachers who work with these students.

The university students are assigned to the center staff for purposes of supervision. This places the responsibility for planning, directing, and assessing the development of an undergraduate student teacher on a number and variety of people and ultimately on the whole center staff.

The university supervisors serve in the capacity of curriculum and teacher education consultants to the center staff. They work more directly with the cooperating teachers than with individual student teachers. Thus, the public school personnel assume increased responsibility for the preservice program, and in return, the university assumes increased responsibility for in-service education.

Teacher Education Centers have been established without additional funding. The customary honorarium paid to cooperating teachers has been diverted to staff development. The evaluation data supports the effectiveness of the program. Additional Teacher Education Centers are being planned. It is anticipated that this program will ultimately establish a new kind of joint sovereignty for teacher education.

For Distinguished Achievement

THE UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NEW MEXICO
CHESTER C. TRAVELSTEAD, *Dean of the College of Education*

in concurrence with KEITH AUGER,
Program Director

Recognition is given to the University of New Mexico for its New Elementary Teacher Education Program. This program combines the teaching of methods courses and actual laboratory experiences into a modular approach which features the intensive study of the content and methodology of a single subject in the university followed by an intensive laboratory experience in that subject in an elementary classroom. In this modular approach the typical one-semester course is compressed into two or three weeks of full morning instruction followed by an immediate two- or three-week full morning laboratory experience. Thus, by scheduling courses consecutively rather than concurrently, time is available for the immediate follow-up laboratory experience. This program has three major characteristics: (a) an approach to instructional theory and classroom practice which combines both in a single module of time; (b) the utilization of satellite public schools for laboratory experiences and the staffing of these schools by resident clinical supervisors who coordinate the university program and teach in-school, in-service seminars; and (c) the utilization of teaching-supervising teams consisting of university faculty, graduate students in education, and public school educators who are participants in a teacher exchange program between the university and the cooperating public school system. The program has an honors aspect to it and is jointly financed by the public schools and the university.

WESTERN MICHIGAN UNIVERSITY
KALAMAZOO, MICHIGAN
JAMES W. MILLER, *President*

in concurrence with JESS WALKER,
Program Director

Recognition is given to Western Michigan University for its Master's Degree Program for the Teaching of Culturally and Educationally Deprived Children and Youth. Achieved through direct involvement, the basic purposes of this program are to develop teachers' empathy with the lives, the values, the customs, and the difficulties of the disadvantaged children they intend to teach; and to improve college professors' qualifications for preparing teachers of the disadvantaged. Features of the program include (a) preservice teachers' direct involvement with the disadvantaged, (b) informal seminars with consultant specialists, (c) eight weeks of supervised teaching and camp counseling experience with migrant or inner-city children, (d) faculty fellowships to acquaint them with and prepare them to deal with the problems of the poor, (e) sensitivity training to help both teachers and students accept and deal with the new educational challenges, and (f) evaluation which indicates encouraging changes in attitudes and in preparedness for working with deprived children. The program results appear to be rewardingly close to its goals: a strong emotional commitment to the education of the disadvantaged on the part of students and faculty; and a greater understanding of the social forces which create poverty, of the psychological problems of the poor, and of the role the schools can play in helping the poor to a better place in society. Funds from the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, a project administered by the AACTE, have provided partial support for this program.

SAN FRANCISCO STATE COLLEGE
SAN FRANCISCO, CALIFORNIA
AUBREY HAAN, *Dean of the School of Education*

in concurrence with JAMES E. BIXLER,
Program Director

Recognition is given to San Francisco State College for its Sausalito Teacher Education Project (STEP). This three year old program was designed to prepare teachers to be more effective in our dynamic and ever-changing society. It encompasses grades kindergarten through eight and an articulation program with the secondary grades. STEP teacher candidates and STEP faculty (from San Francisco State College) plan, study, and teach in a STEP Education Center. Included in the program are (a) direct experience in the classroom from September through summer school as teacher assistants, student teachers, and teacher interns; (b) instruction and curriculum concurrent with and related to direct experience in the classroom through seminars, small group conferences, and individualized attention; (c) weekly counseling sessions of six to eight students to explore and develop the self-image along with the professional image; (d) in-service education activities to parallel and/or complement the preservice program; and (e) an evaluation and research program to assess the progress of STEP. Also included in STEP and of major importance are a program of communications and community relations, a "New Careers" program designed to seek out "deprived" students who could be potential teachers, the innovative use of technology in teacher preparation, and a unique professional and curriculum materials center used by both students and teachers. Funds from the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, a project administered by the AACTE, have provided partial support for this program.

SAINT OLAF COLLEGE
NORTHFIELD, MINNESOTA
SIDNEY A. RAND, *President*

in concurrence with JOSEPH G. IVERSON,
Project Director

Recognition is given to Saint Olaf College for its Perspectives on Teaching program. This program takes the form of a credit course offered during the month of January. Perspectives on Teaching was designed to meet two specific student needs: (a) to provide extensive experience in teaching activities for sophomore students seeking career orientation, and (b) to provide a background of variant teaching experiences pertinent to required course work in professional education. Following a three-day seminar on secondary education, each student is assigned to cooperating teachers in three distinctly different live-in teaching experiences. The first week is in rural community schools; the second week, in suburban junior high schools; and the third week, students have a choice of assignments with some phase of special education. The third week assignments have included work with delinquent, physically handicapped, mentally retarded, deaf, blind, emotionally disturbed, and culturally disadvantaged and deprived youth. In each of the three assignments, cooperating teachers are encouraged to build a program around the proposition: "If I had one week to show college sophomores what teaching is about, I would . . . ." The final two days of Perspectives on Teaching are spent in seminars where ideas and experiences can be shared while students seek to formulate their personal evaluations and decisions. The program has been instituted at no cost, and evaluation has been extremely positive.

Special Recognition

OHIO UNIVERSITY

ATHENS, OHIO

VERNON R. ALDEN, *President*

A Case Study of Ohio University International Education Projects in South Vietnam, Western Nigeria, and Northern Nigeria is identified for Special Recognition by The American Association of Colleges for Teacher Education. Beginning in 1958 at the invitation of the United States Government, the university established a broad-range program for the preservice and in-service education of teachers in Western Nigeria. In Northern Nigeria, Ohio University has assisted in the establishment of a new multipurpose teachers college at Kano, a broad-gauge in-service education program for more than 10,000 undertrained primary school teachers; and in the development of an Institute of Education at Ahmadu Bello University in Zaria. In South Vietnam, in the midst of the war, an ambitious program of revamping the secondary education system and training teachers is continuing. Supported by USAID and the Ford Foundation, this program has continuous evaluation and involves university-controlled research and appraisal in addition to independent appraisal from professional agencies.

CHADRON STATE COLLEGE

CHADRON, NEBRASKA

EDWIN C. NELSON, *President*

A Program of Innovative Approaches at Chadron State College designed to meet the challenge of preparing tomorrow's teachers is identified for Special Recognition by The American Association of Colleges for Teacher Education. After extensive faculty study, the college has adopted an Integrated Professional Studies program. The purpose of this effort is (a) to provide a more meaningful professional education curricula, (b) to develop a sequential, integrated professional education curricula which would be concentrated in the senior year of a student's program and be climaxed with a successful student teaching experience, and (c) to utilize modern technology in the teacher training program. These purposes have been achieved through the use of a combination of innovations including modular flexible scheduling, team teaching, and microteaching. This program has been accomplished without outside support, and the evaluation indicates improvement in student performance and positive faculty reaction.

STOUT STATE UNIVERSITY

MENOMONIE, WISCONSIN

WILLIAM J. MICHEELS, *President*

The American Industry Teacher Education Program at Stout State University is identified for Special Recognition by The American Association of Colleges for Teacher Education. This program is designed for a new discipline being generated for secondary schools. Beginning with a model of the effective teacher, each component is consistent with the model. Characteristics of the program include (a) a seminar in which theories and principles of teaching are developed by a philosopher, a psychologist, and a methodologist; (b) time during which the student may conceptualize these knowledges; (c) utilization of a teaching laboratory for application and synthesis of these knowledges; (d) provision for self and faculty evaluation; (e) the opportunity for internalization during seminar discussion, which completes the cycle. The major contribution to teacher education lies in the demonstration of the feasibility of a systematic and integrated approach to several theories of adequate teacher preparation.

Participating Institutional Programs

The following pages include summaries of programs entered by AACTE member institutions in the 1968 Distinguished Achievement Awards program. They are offered for your information and in the hope that they will promote further dialogue between teacher education institutions for the purpose of improving the preparation of teachers.

ADAMS STATE COLLEGE OF COLORADO

ALAMOSA, COLORADO

JOHN A. MARVEL, *President*

To attract and educate highly prospective teachers in an innovative manner, Adams State College of Colorado has developed a program leading to a Master of Arts in Teaching degree and state certification. Characteristics of this program are (a) a "block time" approach to professional preparation; (b) structured observations; (c) an extended student teaching experience; (d) regularly scheduled seminars involving students, public school teachers, and college personnel; and (e) graduate credit in the field of specialization leading to state certification.

ADRIAN COLLEGE

ADRIAN, MICHIGAN

JOHN H. DAWSON, *President*

in cooperation with

SIENA HEIGHTS COLLEGE

ADRIAN, MICHIGAN

SISTER MARY PETRONILLA, *President*

To provide experience in the preprofessional sequence for candidates in Professional Education at Adrian and Siena Heights Colleges, the ACTES-STEP COOPERATIVE program has been established. Students voluntarily accept responsibility for tutoring at least one elementary school pupil for one semester, a minimum of two hours per week, in one of three basic programs: Individual Institutional Program, Public School Tutorial, or Child-Life Enrichment. Results of the program have been positive for both the community and the individual candidate planning to enter teaching.

ALABAMA AGRICULTURAL AND MECHANICAL COLLEGE

NORMAL, ALABAMA

R. D. MORRISON, *President*

To motivate and encourage students to consider careers in physics and mathematics as educators and as research scientists, Alabama Agricultural and Mechanical College, with support from the Southern Education Foundation, conducts a Summer Enrichment Program for high school students of exceptional ability. The program was designed (a) to provide upper-level high school students with a foundation in mathematics and science, and (b) to help students keep pace with and become aware of the modern approach and current trends in these two areas.

ALMA COLLEGE
ALMA, MICHIGAN
ROBERT D. SWANSON, *President*

To expose future teachers to opportunities in and problems of teaching disadvantaged children, to provide an urban classroom experience, and to strengthen the professional education program, Alma College is engaged in An Inner-City Student Teaching Cooperative Project with Wayne State University and the Detroit Public Schools. The project, which is partially supported by federal funds under Title III of the Higher Education Act of 1965, is attracting teachers to the inner city and demonstrating the positive effect of cooperation between institutions of higher education.

AMERICAN INTERNATIONAL COLLEGE
SPRINGFIELD, MASSACHUSETTS
JOHN F. HINES, *President*

To make the traditional methods courses more meaningful for the students, American International College has developed a new program in the teaching of elementary science and social studies. This program allows the student the opportunity to plan experiments, lessons, units, and field trips; allows him to observe public school classes; allows him to do some of the actual teaching in a realistic setting; and gives him the opportunity to become accustomed, more gradually, to the classroom, thus preparing him more thoroughly for the regular student teaching assignment.

ANDERSON COLLEGE
ANDERSON, INDIANA
ROBERT H. REARDON, *President*

To assist the student in building a high concept of his own stewardship as an educated person and to help him to become involved in service projects all over the world, Anderson College has developed the Student Summer Service program. Typically students are involved in teaching and service work with urban and rural Negro children, mountain children, and Indians in the United States. The tasks in which students are involved include construction, teaching, handicrafts, youth leadership, migrant work, and building good human relations.

APPALACHIAN STATE UNIVERSITY
BOONE, NORTH CAROLINA
W. H. PLEMMONS, *President*

To meet the anticipated need for teachers in post-secondary institutions, Appalachian State University has instituted a program for the preparation of junior college teachers. The program is intended to provide the graduate student with (a) an adequate knowledge of subject matter; (b) an understanding and appreciation of the philosophy, objectives, and nature of the two-year college; (c) a knowledge of the characteristics of students found in the two-year college; and (d) a commitment and dedication to working in a two-year college.

ASHLAND COLLEGE
ASHLAND, OHIO
GLENN L. CLAYTON, *President*

To develop a new concept in student teaching, Ashland College, working cooperatively with the county public school and the state department of education, has designed the Teaching in Nature's Laboratory program. The program uses the Mohican Out-of-Doors School facilities located on a wooded acre zoo site. The student teachers live at the school for one term. They plan, teach, and evaluate with a team of classroom teachers, Out-of-Doors School staff, and resource people; learn to adjust to many teachers and pupils; and see the value of first-hand experiences and how they enrich a child's understanding of textbook material.

BETHUNE-COOKMAN COLLEGE
DAYTONA BEACH, FLORIDA
RICHARD V. MOORE, *President*

To offer entering freshmen an opportunity to discover their untapped potential and advance in academic performance in keeping with their aspirations, Bethune-Cookman College has introduced an Adventuring with Interdisciplinary Exploration program. Designed as an adventure with inquiry, the program leaves the student free to inquire into that which he wants to know beyond the barriers of subject matter lines. The student is free to be self-directed in his search for meaning. The instructor is a guide, a prober, an associate inquirer.

CALIFORNIA STATE COLLEGE AT LOS ANGELES

LOS ANGELES, CALIFORNIA

JOHN A. GREENLEE, *President*

To develop a program exemplifying the best practices of American education, California State College at Los Angeles has for the past three years worked with the Taipei American School, Taiwan. The project is supported by the Office of Overseas Schools, Department of State, and the Committee on International Relations of the AACTE. Major efforts involve in-service education, provision of up-to-date curriculum materials, consultancies to teachers of special subjects, and recruitment of teachers. The college also profits from the fact that from Taipei American School's unique Asian studies program come materials for use by prospective teachers in the regular teacher education program.

CASCADE COLLEGE

PORTLAND, OREGON

MELVIN N. OLSON, *President*

To more satisfactorily serve the needs of its students, Cascade College has established a college-wide Teacher Education Program. Responsibility for the administration of this program falls to a Teacher Education Committee made up of a representative from each academic division. The program emphasizes proficiency in subject matter, an understanding of the mental processes of children and the professional problems of teaching, and the fact that every teacher should have a broad, liberal Christian education so that he may assume his full responsibilities as a citizen.

CENTRAL CONNECTICUT STATE COLLEGE

NEW BRITAIN, CONNECTICUT

HERBERT D. WELTE, *President*

To provide a program of international education based on a full appreciation of the cultures of other lands; to provide courses of study, cultural events, direct contact with scholars in the field of international education, and foreign language instruction of prospective teachers and teachers in-service; and to incorporate acquired information pertaining to the cultures of other lands into readily available resource materials for use by faculty, students, and area public schools, Central Connecticut State College has established the Center for International and Area Studies.

CENTRAL STATE COLLEGE
EDMOND, OKLAHOMA
GARLAND A. GODFREY, *President*

To give college students a varied experiential background that enables them to become quite successful special education teachers, Central State College maintains a bachelor's and master's degree program in Special Education. While primary emphasis is on mental retardation and speech therapy, students can work with the emotionally disturbed, brain-injured, blind, deaf, partially sighted, hard of hearing, children with learning disabilities, and the physically handicapped, through a sequencing of many and varied training experiences in a variety of local agencies.

CENTRAL WASHINGTON STATE COLLEGE
ELLENSBURG, WASHINGTON
JAMES E. BROOKS, *President*

To acquaint students with the organizational and operational phases of school through preschool activities, specific classroom activities during the first four weeks of the school year, and the total building and district activities, Central Washington State College has instituted the September Experience. The student is afforded numerous opportunities to work with small groups, give instructions, and make short demonstrations. He assists, observes, records, plans, questions, and reacts to a vast array of student needs and teacher suggestions. He engages in weekly seminars for the purpose of sharing experiences and ideas, clarifying meanings, and achieving understanding.

THE CHURCH COLLEGE OF HAWAII
LAIE, HAWAII
OWEN J. COOK, *President*

To train undergraduates to teach English as a second language in the schools of Hawaii and the South Pacific, the Church College of Hawaii has established BATESL (Bachelor of Arts in Teaching English as a Second Language). The program emphasizes both literature and language and draws from a variety of disciplines. Practical experience—actual application of theory—is featured throughout the program. The classrooms of Hawaii provide excellent and perhaps unique opportunities for student teachers to practice teaching English as a second language.

COLLEGE OF MOUNT ST. JOSEPH ON THE OHIO

MOUNT ST. JOSEPH, OHIO

SISTER ADELE, *President*

To improve its program of teacher preparation, the College of Mount St. Joseph established the School-College Communications Project. The project structure is threefold: (a) the Principal's Council created to establish understanding with cooperating schools during the transition to the professional semester; (b) the Education Advisory Committee set up to improve teacher preparation by direct interaction among all those involved; (c) the Cooperating Teachers' Annual Meeting held for the purpose of discussing selected aspects of student-teaching procedures and practices.

THE COLLEGE OF SAINT ROSE

ALBANY, NEW YORK

SISTER CLARENCE PAUL, C.S.J., *President*

To better evaluate student teaching, the College of Saint Rose has instituted a Slide-Tape Student Teaching Project. The program is designed to strengthen the evaluative process by expanded involvement that includes self-evaluation and peer-evaluation. The project takes the form of taking slide pictures of a limited number of student teachers throughout their student teaching experiences and permitting them to react to these slides alone and in groups. In addition to teaching responsibilities, visual emphasis is given to some non-classroom responsibilities of student teachers, thus noting the importance of the students' relationships with parents and all school personnel.

COLLEGE OF SOUTHERN UTAH

CEDAR CITY, UTAH

ROYDEN C. BRAITHWAITE, *President*

To experiment with economy-priced videotape equipment, the College of Southern Utah contracted with the Utah State Board of Education to produce ten videotape recordings of classroom episodes showing both student and master teachers at work. The equipment used was small half-inch video recorders. The basic purpose of this effort was to (a) provide in-service training in the use of this new medium, (b) help determine if this medium could reduce actual time spent in pre-student teaching and student teaching laboratory experiences, (c) identify some of the problems posed by the use of this medium, (d) discover some of the problems in school-college relationships, and (e) upgrade teaching competence by providing a dramatic and graphic means of self-analysis.

DISTRICT OF COLUMBIA TEACHERS COLLEGE

WASHINGTON, D. C.

PAUL COOKE, *President*

To sharpen the preparation of teachers for inner-city schools, changes and improvements have been made in many facets of the District of Columbia Teachers College program, for example, in undergraduate general education experiences, opportunities in specialization, professional education, and post-professional education (made possible by an AACTE grant). The specific objective of all these programs is to develop teachers with a most important attitude of helping children different in many ways from the teacher, new skills in individualizing instruction, knowledge of economic and social conditions that contribute to "typical" inner-city situations, and knowledge of services to help the children.

DRAKE UNIVERSITY

DES MOINES, IOWA

PAUL F. SHARP, *President*

To provide improved prestudent teacher professional laboratory experiences, Drake University has instituted a six-hour course entitled School and Community Practicum. Students participating in this course are elementary education majors and spend approximately forty percent of the structured time working as teacher aides in two different schools in the community, about thirty percent in regular college instruction, and the remaining thirty percent in studying the community, with approximately equal emphasis given to touring both profit-making organizations and nonprofit social agencies and institutions.

EAST CAROLINA UNIVERSITY

GREENVILLE, NORTH CAROLINA

LEO W. JENKINS, *President*

To develop and continue an individualized approach to the preparation of elementary school teachers, East Carolina University has adopted an Individualized Elementary School Preparation Program. About twenty percent of the student's program is his personal choice, usually made with the help of a personal advisor assigned for the student's college career. The program culminates in an individualized practicum in the senior year. Special guidance is provided in identifying the best college program and in selecting student teaching assignments.

EASTERN KENTUCKY UNIVERSITY
RICHMOND, KENTUCKY
ROBERT R. MARTIN, *President*

To recruit high school seniors who show promise of becoming highly competent teachers and to meet the particular needs of teachers of the region, Eastern Kentucky University has joined with a consortium of eighteen counties in the Appalachian Teacher Education Project (ATEP). This federally supported program is designed to provide the students with appropriate knowledges, skills, and attitudes to meet the educational needs of the region. The curriculum consists of situation-focused learning experiences with study in depth, exposure to a more functional type of curriculum, and demonstration of how it might be used with children and youth.

EASTERN MICHIGAN UNIVERSITY
YPSILANTI, MICHIGAN
HAROLD E. SPONBERG, *President*

To translate fundamental interrelated concepts and research tools of the social sciences into curriculum experiences for children, Eastern Michigan University is engaged in a program of Curriculum Reform for Elementary School Social Studies Supervisors. The interdisciplinary staff, drawn from several academic departments, serves as a model for intra-university cooperation in teacher education. The twenty graduate fellows who are participating in this program of thirty-two semester hours come from all parts of the country and are provided support through the Experienced Teacher Fellowship Program.

EMMANUEL COLLEGE
BOSTON, MASSACHUSETTS
SISTER ANN BARTHOLOMEW, S.N.D., *President*

To serve those students desirous of certification for teaching, Emmanuel College has established a 24/24 elementary education program. It requires, for those preparing to teach in elementary schools, twenty-four credits in professional subjects and twenty-four credits in one subject area. The objectives of the program are to train teachers who (a) will have a love for teaching and for children, (b) know their subject and the best and changing ways of teaching it, (c) will make it possible for children to learn, (d) are inspired with a philosophy of service, and (e) will be creative and experimental in developing new curriculum.

FRANCIS T. NICHOLLS STATE COLLEGE
THIBODAUX, LOUISIANA
VERNON F. GALLIANO, *President*

To upgrade the competency of beginning teachers, Francis T. Nicholls State College, in cooperation with the Louisiana State Department of Education and the Lafourche Parish School Board, is conducting an experimental internship program in elementary education. Students of senior standing who are majoring in elementary education are selected for participation as interns by a faculty committee. They engage in a pre-internship experience during a six-week period in the summer, working in teams of three or four under the guidance of an experienced supervising teacher. During one semester of the regular school year they serve as full-time interns under the guidance of an intern consultant.

FRESNO STATE COLLEGE
FRESNO, CALIFORNIA
FREDERIC W. NESS, *President*

To train both preservice and in-service teachers to work effectively with culturally disadvantaged children, Fresno State College has developed Operation Fair Chance, which has three elements. The central features of the *Pre-Service Intern Program* are an interdisciplinary program of seminars and half-day teaching experiences. Interns take exclusive charge of the classes during the weekly *In-Service Training* program, while cooperating teachers engage in interaction analysis and the design and implementation of action research concerned with curriculum innovation, multiteacher methodology, and situational study. *Service Area In-Service Education* provides in-service training for approximately 600 educational personnel.

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, D. C.
LLOYD H. ELLIOT, *President*

To prepare outstanding liberal arts graduates for elementary school teaching, the George Washington University offers a program leading to the Master of Arts in Teaching. The program lasts a year, in which concentrated course work is in conjunction with classroom experience. Students are placed as aides, as student teachers, and finally as interns in five local cooperating school systems. Throughout the year the students are supervised in their assigned classrooms by the same professors who have taught the prescribed academic work. At the end of the year students may choose either the MAT degree or pursue completion of a regular A.M. in Education.

KNOX COLLEGE
GALESBURG, ILLINOIS
SHARVEY G. UMBECK, *President*

The Summer Institute for Cooperating Teachers at Knox College is identified for Special Recognition by The American Association of Colleges for Teacher Education. This program was designed for three basic purposes: (a) to train cooperating teachers; (b) to equate the attitudes of cooperating teachers, student teachers, and college supervisors; and (c) to determine if such an institute program resulted in improved student teaching. Evaluation indicates the achievement of all three purposes. Supported by funds provided by the Charles Kettering Foundation, institutes such as this suggest an approach that could make a significant contribution toward the general improvement of student teaching as well as a more specific definition and clarification of the role and function of supervision in teacher education.

TOWSON STATE COLLEGE
BALTIMORE, MARYLAND
EARLE T. HAWKINS, *President*

in concert with

COPPIN STATE COLLEGE
PARLETT L. MOORE, *President*

MORGAN STATE COLLEGE
MARTIN JENKINS, *President*

Project Mission, a joint program of Towson State College, Coppin State College, and Morgan State College, is identified for Special Recognition by The American Association of Colleges for Teacher Education. This program is a unique adventure in teacher education. It is an interdisciplinary, interinstitutional, and intercultural contractual agreement which creates a consortium of theory and practice in the inner city. Funded in part by the Ford Foundation, the program features recruitment of trainees by all three colleges, integrated staff and students, a common professorial staff from each of the three colleges, a full public school year of intern teaching and supervision, an intern stipend, both graduate and undergraduate degree credit, learning centers in public schools, supervisory follow-ups of graduates, a research and evaluation bias, classroom demonstrations by master teachers and college professors, interschool and multilevel visitations, and opportunities for wide professional growth and experimentation for project and college personnel. College courses are offered in the inner city at the site of the practicum experience.

GLASSBORO STATE COLLEGE

GLASSBORO, NEW JERSEY

THOMAS E. ROBINSON, *President*

To help promote college-public school cooperation in the areas of curriculum and instruction, Glassboro State College, in cooperation with school districts in Southern New Jersey, has established the Curriculum Development Council for Southern New Jersey. The CDC has aided the development of professional competence for instructional improvement in local schools. It has supported leadership efforts through more than twenty workshops and conferences, secured expert leadership, and assisted schools in formulating sound innovative proposals for state and federal support. The council is directed by a representative board of trustees, which shapes policy and supervises the expenditure of funds.

HOFSTRA UNIVERSITY

HEMPSTEAD, LONG ISLAND, NEW YORK

CLIFFORD LORD, *President*

To deal more effectively with the problems of the disadvantaged on many levels, Hofstra University established as an administrative unit Programs for the Educationally Disadvantaged. The unique feature of Programs for the Educationally Disadvantaged is that it allows for the intertwining of all projects in this area. It provides a center whereby other colleges of the university can become more deeply involved, and it provides an administrative structure for the development of a degree program in urban education.

HOPE COLLEGE

HOLLAND, MICHIGAN

C. A. VANDER WERF, *President*

To indicate some of the innovative ferment that is underway in the Education Department, Hope College reports on the results of three innovations produced by members of the education faculty. The first describes an elementary school run on a cooperative basis with the school district and the college and featuring affect-oriented curriculum, nongraded grouping, and learning experience growing out of concerns and interests of children. The second innovation is mini-teaching, a teaching cycle which includes two weeks of planning and one of student team teaching. After the week in the classroom, students evaluate performance and plan the next cycle. The third program uses the preparation of programmed instructional materials as an introduction to the students' studies of curriculum and media of education.

IMMACULATE HEART COLLEGE
LOS ANGELES, CALIFORNIA
SISTER HELEN KELLEY, I.H.M., *President*

To develop a program for the preparation of teachers wherein the climate is conducive to personal growth, creativity, and innovation and is focused upon the facilitation of self-directed learning, Immaculate Heart College plans to engage in an experimental program for prospective and in-service teachers. Students, faculty, and administrators will participate in intensive basic encounter groups conducted by Dr. Carl R. Rogers and staff from Western Behavioral Scientific Institute. The encounter group provides a climate of maximum freedom for personal expression, exploration of feelings, and interpersonal communications. Supported by foundation money, the program will be evaluated by observer teams.

INDIANA UNIVERSITY
BLOOMINGTON, INDIANA
ELVIS J. STAHR, JR., *President*

To provide an opportunity for integration of elementary methods courses in major content areas, the reduction of course overlap, development of a favorable attitude toward innovation, experience in the analytical study of the teaching-learning process, self-evaluation, and cross fertilization of ideas toward teacher education, Indiana University has instituted the Teacher Education through Applied Methods (TEAM) Project. Utilizing the team teaching approach and simulated materials, the project has resulted in positive results as well as increased *esprit de corps* within the teaching team, flexibility of scheduling, and a closer student-faculty relationship.

KNOXVILLE COLLEGE
KNOXVILLE, TENNESSEE
ROBERT L. OWENS, III, *President*

To arm teachers to meet the practical problems of teaching secondary science and mathematics, Knoxville College has conducted In-Service Institutes for Science and Mathematics Teachers with support from the National Science Foundation. These institutes have served to improve subject matter background and teaching competence, help teachers grow in their capacity to inspire students to continue the study of science and mathematics, provide opportunities to meet and know outstanding scientists and teachers, enable teachers to acquire a better understanding and appreciation of teaching problems of others in their field, and raise the level of expectancy of each participant.

LESLEY COLLEGE
CAMBRIDGE, MASSACHUSETTS
DON A. ORTON, *President*

To provide instruction to children who have specific learning or language disability resulting from perceptual-motor handicaps, Lesley College has developed a Master's Program for the Language Specialist. A combination of rich experience in academic courses and field work, the program incorporates screening and Diagnostic Testing, Interviewing and Counseling, Treatment Techniques, and Human Relations Training. Field work emphasizes tutorial practicums at several nearby agencies. In addition to the conceptualization of learning disabilities through theory and technique, group processes and methods are studied by the prospective specialist through group participation.

LINDENWOOD COLLEGE
ST. CHARLES, MISSOURI
JOHN ANTHONY BROWN, *President*

To supplant a traditional group of teacher training courses, Lindenwood College has made fully operational a revitalized segment of its preprofessional curriculum for secondary level teachers entitled Strategies and Tactics for Secondary Teaching. Based in part upon the AACTE-TEAM proposal, concept development in this preprofessional unit focuses upon areas that describe teacher influence, student reactions, and learning goals. This two-unit course provides an integrated view of teaching, learning, and social behavior in the secondary setting.

LOCK HAVEN STATE COLLEGE
LOCK HAVEN, PENNSYLVANIA
RICHARD T. PARSONS, *President*

To avoid the redundancies frequently reported in professional courses, to depart from the traditional, and to provide for more efficient articulation, Lock Haven State College has established a program in both elementary and secondary education that offers a more integrated and unified program of instruction. A concerted effort is made by both the elementary and secondary instructional teams to bridge the gap between theory and practice through a study of theory, methods, and classroom interaction. Knowledge is gained via observations and action research in the schools. Through micro-teaching, students and staff can immediately test theory and measure successes in applying methodology.

MADONNA COLLEGE
LIVONIA, MICHIGAN
SISTER MARY DANATHA, CSSF, *President*

To ensure effective progress by providing the neophyte with understanding and encouragement during the period of adjustment, to discover the problems of the beginning teacher as soon as possible and help remedy them, to help the new teacher integrate theory and practice, and to provide any other assistance requested, Madonna College has initiated a planned program of in-service education for its beginning teachers. In addition to visitations and observation of graduates, the college sponsors demonstrations, workshops, seminars, informal gatherings, and conferences to assist beginning teachers to improve the quality of their instruction and grow professionally.

MANHATTAN COLLEGE
BRONX, NEW YORK
BROTHER GREGORY NUGENT, F.S.C., *President*

To better teach the introductory professional education course, Manhattan College and Public School District #8 of New York City have entered into a cooperative project in teaching Principles and Problems of Secondary Education. Half of the course sessions are offered on campus, the other half in the schools. Lectures, discussions, and activities in the school parallel theory taught on campus. School administrators, department chairmen, teachers, and community leaders enter into dialogue with the college students. Classes, assemblies, faculty meetings, and neighborhood situations are meaningfully observed by students.

MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN
JOHN HANNAH, *President*

To capitalize upon individual competencies of the student teachers, the differences in strategy and approach of different supervising teachers, and the opportunities to become acquainted with the entire sphere of school-community-family relations, Michigan State University began the Secondary Education Residency in Lansing (SERL). To expose all student teachers to a variety of teaching models and to stabilize the quality of supervision, each student teacher works closely with at least two supervisors. The project seeks to stimulate meaningful teaching through a study of and visits to social welfare agencies, local schools, local neighborhoods, and other elements of the school-community-family sphere.

MONTCLAIR STATE COLLEGE

UPPER MONTCLAIR, NEW JERSEY

THOMAS H. RICHARDSON, *President*

To meet the serious need for providing special orientation and training for urban teachers, Montclair State College has developed a program known as SPURT—Special Program for Urban Teachers. The project involves a twofold thrust: one to create more student interest in urban teaching and to provide a more realistic preparation for such work; the second to increase faculty concern for and involvement in the educational problems of the urban disadvantaged. The basic approach is to provide an undergraduate program that combines extensive field work in urban social agencies and schools with course work oriented toward understanding and teaching the disadvantaged.

NEBRASKA WESLEYAN UNIVERSITY

LINCOLN, NEBRASKA

VANCE D. ROGERS, *President*

To determine whether progress has been made in the preparation of teachers for teaching fields, Nebraska Wesleyan University made a comparison of the preparation required in 1962 with the preparation required in 1967. The following improvements were noted: (a) curricular areas were strengthened, (b) academic requirements for admission to the Teacher Education Program and to Student Teachers were increased, (c) a requirement for "100 clock hours" of experience with youth before student teaching was added, and (d) a standing Teacher Education Committee was established.

NEWARK STATE COLLEGE

UNION, NEW JERSEY

EUGENE G. WILKINS, *President*

To offer skilled assistance to teachers, broaden educational opportunities for children, and put a college education within reach of the qualified who might not otherwise be able to afford it, Newark State College has instituted the Elementary School Intern Program. Interns work alongside professional teachers six hours a day, then go to evening classes at Newark State College, where they enroll for nine credits a semester toward a B.A. degree in elementary education. Interns are paid a weekly stipend as aides and receive free tuition and fees, plus an allowance for books and travel. They are supervised by representatives of both Newark State College and the Newark Board of Education working in close cooperation.

NORTH CAROLINA COLLEGE AT DURHAM

DURHAM, NORTH CAROLINA

ALBERT N. WHITING, *President*

To upgrade the competencies of personnel with media responsibilities in their respective schools, North Carolina College at Durham conducted an NDEA Institute for Advanced Study for Educational Media Specialists. Institute participants taught in schools with heavy enrollments of disadvantaged youth; therefore, the institute was functionally oriented with considerable concern shown for the applications of educational technology in working with disadvantaged children.

NORTHEASTERN ILLINOIS STATE COLLEGE

CHICAGO, ILLINOIS

JEROME SACHS, *President*

To help teachers better serve the large Spanish-speaking populations in urban communities today, the Spanish Department of Northeastern Illinois State College is organized around the dual theme of urbanism and internationalism. The purpose is to make students aware of the problems facing the Latin American and the teacher of the Latin American in an urban community. Students will (a) be better able to discuss intelligently the culture, history, and heritage of the Latin American, (b) handle their students through a liberal education in their Spanish major and a cultural knowledge of the people, (c) accept the responsibility of overcoming false conclusions and prejudices against the Latin American groups, and (d) communicate intelligently with their professional environment.

NORTHEASTERN STATE COLLEGE

TAHLEQUAH, OKLAHOMA

HARRELL E. GARRISON, *President*

To meet the need for professional growth and change, Northeastern State College began an in-service research program. The objectives of the program are to (a) bring about curriculum change in the college as a whole, (b) improve general faculty understanding of the problems faced by the college, (c) improve the teacher education program, (d) help faculty members to keep abreast of the new innovations and practices in the field of education, (e) improve college instruction, (f) improve the college's guidance and counseling services for students at all levels, and (g) bring about professional growth in the members of the faculty.

NORTHWESTERN STATE COLLEGE OF LOUISIANA

NATCHITOCHES, LOUISIANA

ARNOLD R. KILPATRICK, *President*

To meet the challenge of technological, curricular, and methodological innovations; the increasing demand for specialists in various new areas; rising certification standards; and complex sociological problems, Northwestern State College has established continuing educational opportunities through its in-service education program. In carrying out in-service activities, the college has assisted school systems in utilizing such resources as the local school system itself, nearby colleges and universities, the state department of education, state and national teachers' organizations, the community, industry and business agencies, and labor organizations.

OKLAHOMA STATE UNIVERSITY

STILLWATER, OKLAHOMA

ROBERT B. KAMM, *President*

To assist and encourage American Indian high school students to improve their chances of success in higher education, Oklahoma State University is engaging in Project Vision, a Title I research project. Prospective teachers engage in reciprocal home-and-school visits with the Indian youngsters and work as teachers' aides and practice teachers in their schools. The program provides realistic experiences of a practical nature which supplement and give meaning to the theoretical aspects of education for those who do not fit the middle-class mold.

THE PENNSYLVANIA STATE UNIVERSITY

THE CAPITOL CAMPUS—MIDDLETOWN, PENNSYLVANIA

RICHARD H. HEINDEL, *Dean of Faculty*

To focus the efforts of the elementary education program at the Capitol Campus on preparing teachers for urban centers with particular emphasis on inner-city schools, a new elementary program has been designed. Each student enrolls for eighteen hours of course work. The time allocated to each course varies according to the objectives of the course. Laboratory experiences are provided for the students in *each* of their six terms in the program. Each of these classroom experiences is closely related to the education course in which the student is enrolled at the same time.

PLYMOUTH STATE COLLEGE OF THE UNIVERSITY OF NEW HAMPSHIRE

PLYMOUTH, NEW HAMPSHIRE

HAROLD E. HYDE, *President*

To meet the real need of teachers to prepare for team teaching and individualization of instruction in a new, modern-design flexible facility, Plymouth State College conducted an Institute on Team Teaching and Individualization of Instruction. This cooperatively planned program made extensive use of national consultants and teams for demonstration. The results were in-depth experience, both theoretical and practical, in different approaches to such ideas as team teaching, the nongraded school, and other devices for individualization of instruction.

RADFORD COLLEGE

RADFORD, VIRGINIA

CHARLES K. MARTIN, JR., *President*

To provide professional training in early childhood education for teachers participating in a model kindergarten project conducted by the Roanoke, Virginia, School System during the academic year 1967-68, Radford College provided six semester hours of graduate work in early childhood education, offered for the first time; conducted a demonstration kindergarten during the six-week summer session; and provided a faculty member, on leave for the duration of the project, as director. In addition, the college is providing student teachers throughout the project year to increase the supply of trained kindergarten teachers. The cooperating public school system has provided a supervisor on leave to take over the college duties of the project director while he is with the project. The essential characteristic is the cooperation between a local school division and a teacher preparation institution to meet an imminent public education problem in the state: the supply of teachers for a new state-wide kindergarten program.

RHODE ISLAND COLLEGE

PROVIDENCE, RHODE ISLAND

CHARLES B. WILLARD, *Acting President*

To recruit and reeducate superior elementary school teachers who could serve both the college and the community, Rhode Island College, with support from the Carnegie Corporation, initiated the Rhode Island Carnegie Study. This program consists of seminars, independent course work and study, and field assignments related to the supervision and evaluation of student and master teachers. It has resulted in "clinical professors" who supervise and assess the progress of student teachers, conduct college courses related to teacher preparation, serve as liaison persons between the college and public schools, and assist cooperating systems in improving instruction.

SAINT AUGUSTINE'S COLLEGE
RALEIGH, NORTH CAROLINA
P. R. ROBINSON, *President*

To give a background of concepts underlying the final step in teacher education for the undergraduate, Saint Augustine's College has developed the Student Teachers Handbook. This handbook offers (a) a description of the college program which is broken down in terms of objectives, subject matter programs, and professional education; (b) an outline of the desirable characteristics of the prospective teacher on the basis of both personality and scholarship; and (c) eight basic principles that govern student teaching.

SAN DIEGO STATE COLLEGE
SAN DIEGO, CALIFORNIA
MALCOLM A. LOVE, *President*

To promote an integrated experience leading to student teaching, San Diego State College offers An Introduction to Student Teaching. This program is a portion of an eleven-unit, one-semester block which culminates the professional preparation. The integrated block includes essential subject matter and ten weeks of active participation in a public school setting. The ten weeks of assignment in two public schools, a junior and a senior high school, is designed to give practical meaning to class instruction to introduce the student early to the realities of teaching. The entire sequence requires joint planning and the cooperation of the two school staffs.

SAN FERNANDO VALLEY STATE COLLEGE
NORTHRIDGE, CALIFORNIA
RALPH PRATOR, *President*

To develop a curriculum in teacher education for preservice and in-service teachers of educationally disadvantaged pupils, San Fernando Valley State College initiated the Maclay On-Site Training Project (MOST). The benefits of the MOST Project have been threefold. Educationally disadvantaged pupils in the program have gained in those understandings, attitudes, and skills which are so essential to all citizens. College students have filled a much needed demand for teachers who will teach in schools where there is a high percentage of educationally disadvantaged youth. Preservice and in-service teachers have benefited from observation and participation in the program.

SAN JOSE STATE COLLEGE
SAN JOSE, CALIFORNIA
ROBERT D. CLARK, *President*

To provide maximum individualization of student experiences, San Jose State College has initiated the Individualized Professional Education Program (I-PEP), which is characterized by a high degree of cooperative interaction among faculty, students, resident teachers, and other public school personnel. Any graduate student who qualifies as a credential candidate is eligible for I-PEP. Campus instruction is provided by a five-member team and is integrated with observation and practice teaching. Students are exposed to various innovations in education, the broad range of educational methods and programs, and professional organizations.

SIENA HEIGHTS COLLEGE
ADRIAN, MICHIGAN
SISTER MARY PETRONILLA, *President*

in cooperation with

ADRIAN COLLEGE
ADRIAN, MICHIGAN
JOHN H. DAWSON, *President*

To provide experience in the preprofessional sequence for candidates in Professional Education at Adrian and Siena Heights Colleges, the ACTES-STEP COOPERATIVE program has been established. Students voluntarily accept responsibility for tutoring at least one elementary school pupil for one semester, a minimum of two hours per week, in one of three basic programs: Individual Institutional Program, Public School Tutorial, or Child-Life Enrichment. Results of the program have been positive for both the community and the individual candidate planning to enter teaching.

SOUTH CAROLINA STATE COLLEGE
ORANGEBURG, SOUTH CAROLINA
M. MACEO NANCE, JR., *Acting President*

To improve the teacher education program at South Carolina State College, an intensive in-school experience has been added to the regular program. Students act as assistant teachers in a laboratory situation. They work with individuals and small groups, prepare instructional materials, score standardized tests, operate new media, and culminate the experience by teaching the class.

SOUTHEASTERN LOUISIANA COLLEGE

HAMMOND, LOUISIANA

J. B. WOOLEY, *Acting President*

To study and work on ways and means of improving teacher education, Southeastern Louisiana College conducted a Summer Seminar on Innovative Utilization of Materials, Facilities, and Personnel. Participants were faculty, cooperative school administrators, selected graduate students, and other educators. Four areas of concern were identified: cooperative approaches in teacher education, utilization of new media, new teaching techniques, and new approaches in the utilization of space and materials. The seminar has stimulated constructive change.

SOUTHERN CONNECTICUT STATE COLLEGE

NEW HAVEN, CONNECTICUT

HILTON C. BULEY, *President*

To upgrade the health and safety of disadvantaged children in the inner city and to gain insights and develop more effective methods for improving health knowledge, attitudes, and habits among disadvantaged elementary school children, Southern Connecticut State College established the Scranton Child Health and Safety Program working cooperatively with a local nonuniversity affiliated hospital and appropriate community and official agencies. This program represents a new and effective way of preparing prospective teachers to meet the responsibilities and challenges of inner-city teaching.

SOUTHERN ILLINOIS UNIVERSITY

THE EDWARDSVILLE CAMPUS—EDWARDSVILLE, ILLINOIS

ROBERT MACVICAR, *Vice President for Academic Affairs*

To replace the typical instructor-led student group with something closer to laboratory learning, Southern Illinois University has instituted NEXTEP (New Exploratory Teacher Education Program). Designed to give students responsibility for choice of their learning objectives, the methods by which they will learn, and their learning rate, this program provides a variety of learning and practice experiences. Advanced students help the less advanced. Objectives for the learner are best defined in terms of the behaviors he has to demonstrate in order to show their attainment.

SOUTHERN OREGON COLLEGE

ASHLAND, OREGON

ELMO STEVENSON, *President*

To educate teachers to effectively provide educational experiences for children which will prepare them to live in a modern, complex world, Southern Oregon College has developed an Elementary Internship Program. This program represents a model which is based upon a cooperative college-district agreement. It insures scholarly, competent, and modern supervision and provides a systematic sequence of professional experiences leading to superior teaching behavior.

SOUTHERN UNIVERSITY

BATON ROUGE, LOUISIANA

F. G. CLARK, *President*

To help meet the critical need for teachers especially committed to teaching boys and girls in the early school years, Southern University has initiated a program in Early Childhood Education. The program focuses upon preservice education as well as upon experiences which will contribute to the upgrading of teachers in service. It provides an organized pattern of experiences terminating in a degree in Early Childhood Education and sponsors state-wide conferences, summer institutes with a limited number of more experienced in-service teachers, and an Experienced Teacher Fellowship Program leading to the master's degree in this field.

STATE COLLEGE AT FITCHBURG

FITCHBURG, MASSACHUSETTS

JAMES J. HAMMOND, *President*

To make more effective use of instructional time, to develop better teaching techniques, and to provide a more meaningful introduction to teaching, the State College at Fitchburg has introduced into its regular program a revised Principles and Practice course characterized by general sessions, large and small group instructions, and student team experience. The course features college team teaching complemented by clinical professor contributions.

STATE UNIVERSITY COLLEGE AT BROCKPORT
BROCKPORT, NEW YORK
ALBERT W. BROWN, *President*

To capitalize upon the unique features of both the university professional education program and the Peace Corps, a program has been established at the State University College at Brockport. The program design of this partnership is based on the conviction that to combine liberal and professional education with Peace Corps training and experience is to serve the best interests of the individual and his society. The total program consists of three principal sequential parts: an undergraduate/Peace Corps training period, the overseas sojourn as Peace Corps volunteers, and completion of the master's degree as returned Peace Corps volunteers.

STATE UNIVERSITY COLLEGE AT BUFFALO
BUFFALO, NEW YORK
E. K. FRETWELL, JR., *President*

To help teachers learn continuously from their behavior by continuously revising their criteria for self-evaluation, and to engage in a process of self-renewal through shared-learning experiences, the State University College at Buffalo has set up the Teaching-Learning Center of the Art Education Division. The structure of the center is designed to foster patterns of responses or tactics by which student teachers can improvise on concepts, be flexible in procedures, and be original in how they perceive teaching problems.

STATE UNIVERSITY COLLEGE AT FREDONIA
FREDONIA, NEW YORK
OSCAR E. LANFORD, *President*

To demonstrate that a small state college in the process of becoming a multipurpose institution can sustain, of its own resources, the necessary financial support to achieve newer objectives required of progressive teacher education programs, the State University College at Fredonia established the Teacher Education Research Center. The function of the center is (a) to support on a continuing basis joint school-college investigations which examine and implement new models of cooperative teacher education and (b) to attract to the faculty scholarly leadership needed to develop, implement, and evaluate educational research.

STATE UNIVERSITY OF NEW YORK AT ALBANY
ALBANY, NEW YORK
EVAN R. COLLINS, *President*

To help preservice and in-service teachers become effective in teaching the disadvantaged, particularly in interracial classrooms and schools, the State University of New York at Albany sponsors the Institute on Special Educational Problems Occasioned by Desegregation. The program includes sensitivity training and the study of urban demography, curriculum theory, cultural differences, the American social order, history and sociology of the American Negro, and learning theory. Both Negroes and Caucasians participate. They live in the same university dormitory and work closely with each other in the institute.

STATE UNIVERSITY OF NEW YORK AT BUFFALO
BUFFALO, NEW YORK
MARTIN MEYERSON, *President*

To provide master teachers for inner-city schools, the State University of New York at Buffalo has instituted the Woodlawn Project. Beginning with the junior year and continuing through the postgraduate internship year, the project uses a public inner-city school as a laboratory for sociology, psychology, and philosophy of education courses and student teaching. Each course is taught by a team made up of university faculty, public school practitioners, and doctoral candidates. The doctoral candidate also serves as the intern's consultant.

TAYLOR UNIVERSITY
UPLAND, INDIANA
MILO A. REDIGER, *President*

To meet the responsibility of the total faculty for the education of future elementary and secondary school teachers, Taylor University established an Educational Media Center. The overall objective of the center is to provide (a) a large inventory of teaching materials; (b) technical, production, and reference facilities; and (c) consultant services to prospective and in-service teachers, thus providing a motivational medium for learning the process of integrating media and teaching.

TEXAS A&M UNIVERSITY
COLLEGE STATION, TEXAS
EARL RUDDER, *President*

To help students toward a successful first year of teaching, Texas A&M instituted the Professional Senior Semester Program. Team taught, all course barriers are dissolved, and meaningful student-need oriented topics are explored which relate to successful first year teaching. After one week of classroom observation, six weeks of content analysis and discussion, and nine weeks of full day teaching, student teachers return to the campus for a week's critical analysis and evaluation. During teaching, at least one observation per week has been made by the supervising teacher, and a two-hour seminar per week has been held on campus.

TRENTON STATE COLLEGE
TRENTON, NEW JERSEY
VIRGIL W. GILLENWATER, *President*

To provide a center for demonstrating the best current practices in urban education which can be used for preservice and in-service education of teachers, Trenton State College, in cooperation with the Trenton Board of Education and the New Jersey State Department of Education, established the Grant Demonstration Center for Urban Education. Supported by ESEA Title III money, this program emphasizes curriculum enrichment, compensation for cultural deprivation, and the training of capable, dedicated teachers.

UNIVERSITY OF DAYTON
DAYTON, OHIO
REV. RAYMON A. ROESCH, *President*

To probe for directions to take in implementing a more effective program of teacher preparation, the University of Dayton has initiated an exploratory program. Attention is being focused on cooperative efforts between city schools and the university, an interaction between student teachers and supervising teachers, and videotape recording and analysis of teaching performance. Accomplishments thus far include solidification of a teaching team in each of the cooperating public and parochial schools, removal of apprehension toward being recorded by television, and increased enthusiasm for the use of new media and technology.

UNIVERSITY OF DELAWARE
NEWARK, DELAWARE
JOHN A. PERKINS, *President*

To provide a massive personal and professional impact on entering education students, the Elementary Educational Foundations Block at the University of Delaware was designed with two major interacting components: the correlation of four disciplines within education and the blending of theory with field applications. Three courses are taken concurrently: sociological, philosophical and historical, and psychological foundations. Representing these within education, three instructors provide (a) specific disciplinary inputs in large group instruction, (b) correlated disciplinary inputs in team situations in medium and small group seminars, and (c) with public school personnel, transactional theory-practice inputs during field work sessions.

UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT
A. M. WOODRUFF, *Chancellor*

To plan, develop, and carry on an intensive summer training program to orient and prepare teachers for effective service in the inner-city schools, the University of Hartford has established Project HICUT—the Hartford Intensive City-University Teacher Training Project. Each training session is divided into three periods: two two-hour sessions devoted to observation and a laboratory instruction, and a third devoted to more formal training and conferences, with an emphasis on understanding the inner-city child and developing an effective instructional relationship with him.

UNIVERSITY OF HAWAII
HONOLULU, HAWAII
THOMAS H. HAMILTON, *President*

To obtain the best subject matter education for prospective teachers which its resources can afford, the University of Hawaii is attempting to make teacher education a function of the university at large. The means used (since 1966) is to establish a committee for each major field of teacher preparation—language arts, natural sciences, social studies, music, etc.—formed of subject specialists, specialists in pedagogy, and curriculum specialists from the Department of Education. Each committee has devised a five-year curriculum intended to insure competence both in the field taught and in appropriate teaching methods.

THE UNIVERSITY OF KANSAS

LAWRENCE, KANSAS

W. CLARKE WESCOE, *Chancellor*

To produce teachers who possess knowledge which is sound, accurate, and extensive, the University of Kansas developed the Language Arts Concentration program. Prospective teachers of English and the related areas of Theater and Drama, Public Speaking, and Journalism now complete twenty-four semester hours in English and an additional twenty-four in the specialty. The chief feature of the program is that it prepares the prospective teacher of English in the conventional content of literature, composition, and grammar and at the same time provides the reasonable background and competence that teachers of English are assumed to possess in related areas.

UNIVERSITY OF LOUISVILLE

LOUISVILLE, KENTUCKY

PHILIP DAVIDSON, *President*

To serve those students who intend to become elementary teachers upon completion of their liberal arts studies and their basic courses and experiences in professional education, the University of Louisville maintains an Elementary Teacher Education Program. The program emphasizes both general and professional education. Opportunities for students to observe elementary children, classrooms, and teaching methods are provided as an integral part of education courses. In addition to continuous attempts to improve the effectiveness of conventional approaches, there is an obligation to try out new approaches and to institute research of a theoretical and an applied nature involving both faculty and students.

UNIVERSITY OF NEW HAMPSHIRE

DURHAM, NEW HAMPSHIRE

JOHN W. MCCONNELL, *President*

To prepare teachers to become elementary school counselors and reading specialists and to train them to work in teams, the University of New Hampshire conducts an Experienced Teacher Fellowship Program. The program is constructed to develop, increase, and strengthen through the team approach the professional competencies and contributions of the elementary counselor and the reading specialist in assisting children to become more effective learners and more fully functioning persons. Emphasis is placed on the preventive nature of elementary counseling and reading services in alleviating educational, personal, and social concerns which might emerge as problems during adolescent and adult years.

UNIVERSITY OF NORTHERN IOWA

CEDAR FALLS, IOWA

J. W. MAUCKER, *President*

To provide the maximum benefits to the individual from his student teaching experiences, the University of Northern Iowa has developed a Student Teaching Program with emphasis on personal interviews, orientation, and supervision. Supervision is provided by university employed, full-time resident coordinators. Each candidate is interviewed by a resident coordinator to gain the best possible assignment and is provided with a complete orientation to the teaching situation to which he is assigned. The team approach is a highly significant part of the preparation, placement, orientation, and supervision process.

UNIVERSITY OF RHODE ISLAND

KINGSTON, RHODE ISLAND

F. DON JAMES, *Acting President*

To provide teachers with a background which would enable them to understand and deal with the unique problems of educating youth in rural areas, the University of Rhode Island has begun a pilot in-service program. The program offers a balance between formal instruction and laboratory application in a rural community school located in an area having a high percentage of educationally disadvantaged youth. In the formal course work, emphasis was placed upon philosophical, psychological, and sociological factors as well as methods of curriculum improvement. In the laboratory phase of the work, emphasis was placed upon models rooted in adapting the curriculum to the individualized concerns and needs of youth.

THE UNIVERSITY OF ROCHESTER

ROCHESTER, NEW YORK

W. ALLEN WALLIS, *President*

To provide those experiences that are deemed of primary importance for persons who will teach in schools geared to individualization of instruction and to innovative practices in both school organization and curriculum, the University of Rochester has instituted Project 67: A Program for the Preparation of Teachers for Innovative Elementary Schools. The conduct of the program is visualized as a demonstration of good elementary school procedures. Team teaching by the staff; pupil-team learning; and other techniques of individualization, attention to unique learning needs of students, use of new instructional media, independent study selection, and flexible grouping for specific purposes are examples.

UNIVERSITY OF SOUTH CAROLINA

COLUMBIA, SOUTH CAROLINA

THOMAS F. JONES, *President*

To improve the program of undergraduate teacher education, the University of South Carolina has undertaken major changes in its program. These changes include (a) a restatement of general goals, (b) an improved program of advisement and counseling, (c) a greater variety of prestudent teaching laboratory experiences, (d) a special course for the better preparation of cooperating teachers, (e) increased utilization of teaching field specialists and cooperative evaluation, and (f) utilization of technology particularly for teaching analysis by students, cooperating teachers, and university supervisors.

THE UNIVERSITY OF UTAH

SALT LAKE CITY, UTAH

JAMES C. FLETCHER, *President*

To meet a need for some common enterprise through which both the "product" and the "consumer" of new teachers could work together in a genuine partnership for the improvement of teacher education and public school education, the University of Utah established the Student Teaching Center Project. A center is a public school which provides clinical experiences for student teachers. A college supervisor works cooperatively with a carefully selected school staff and a small number of student teachers. Seminars are conducted in each center and instruction is focused directly on classroom experiences.

WASHINGTON STATE UNIVERSITY

PULLMAN, WASHINGTON

WALLIS BEASLEY, *Acting President*

To select and produce better teachers, Washington State University, in cooperation with the Bellevue, Washington, public schools, has developed a Systematic Program for the Education of Career Teachers (SPECT). The program is characterized by three major features: a curriculum lease upon twenty-five behavioral objectives, instructional systems designed to enable individuals to demonstrate these twenty-five behaviors, and a plan for the continuing education of the beginning teacher in the classroom.

WEBSTER COLLEGE
ST. LOUIS, MISSOURI
JACQUELINE GRENNAN, *President*

To train teachers to effectively use greatly improved and radically different curriculum materials in elementary education, Webster College, with the support of the Ford Foundation, introduced a program leading to the Master of Arts in Teaching for in-service elementary teachers. The objectives of this program were (a) to provide the structure and content of the discipline, (b) to provide an inductive approach to the curriculum, i.e., the discovery of this structure by the student, and (c) to provide a strong emphasis so that he could not only develop materials for his own use but would more adequately "adapt" rather than "adopt" new curriculum materials available to him.

WEST CHESTER STATE COLLEGE
WEST CHESTER, PENNSYLVANIA
EARL F. SYKES, *President*

To incorporate into the instructional process some of the more promising ideas coming out of recent educational research, West Chester State College has attempted to improve the teaching of School and Society by utilizing a team-teaching approach. The team consists of four faculty members who possess varied public school experiences and who have joint responsibility for planning, executing, and evaluting a course in the social foundations of education. Guest speakers are scheduled on special tapes, and students are given the chance to plan and present selected subjects. Groups meet in varying sizes according to the nature of the learning experience.

WHEELOCK COLLEGE
BOSTON, MASSACHUSETTS
MARGARET H. MERRY, *President*

To stimulate a psycho-educationally oriented program that would confer a degree for teachers of emotionally disturbed children, Wheelock College has established such a program within its graduate division. Support from the National Institute of Mental Health and the U.S. Office of Education has made it possible to explore methods of training teachers of nursery-kindergarten and primary grade emotionally disturbed children. The program has implications for teacher training, referral techniques, modes of classroom management, observation, and increasing the student's sensitivity to himself and others.

WILLIAM PENN COLLEGE
OSKALOOSA, IOWA
DUANE MOON, *President*

To serve as an experience project for students in teacher education, William Penn College instituted the Child-Student Relationship Program. The program enables a college student to develop a relationship with a child from the community. The children are out-patients of the local mental health center or children identified by their teachers as having academic and emotional difficulties. In this one-to-one relationship the student learns by being a friend, teacher, or counselor depending on the needs of the child. This opportunity allows the student to learn about a child, his environment, and how many things can affect his behavior and school performance.

WILMINGTON COLLEGE
WILMINGTON, OHIO
JAMES M. READ, *President*

To assist the superintendent of Clinton Massie School with the pressing problem of the improvement of reading skills of children, Wilmington College instituted the Roving Tutor project. The primary purpose of the program is to give service to a local school when requested and help reorient each pupil so that he wants to read and feels that he can read. Outcomes other than improvement of reading skills by the children have been realized. The college students have been given experience in teaching disadvantaged children from a rural area and have begun to understand the problems of teaching educationally deprived children, prior to their student teaching or in-service teaching.

WISCONSIN STATE UNIVERSITY
LA CROSSE, WISCONSIN
SAMUEL G. GATES, *President*

To assist experienced teachers to make operational in their classrooms the knowledge generated in their graduate programs, Wisconsin State University began a project in the Supervision of Experienced Teachers via Graduate Inservice Program. During the course of the year, each teacher was observed twelve to fifteen hours in a variety of instructional settings. Conferences following each of these observations were directed toward an examination of classroom practices. The teachers were made to reexamine their own attitudes about instruction in the light of knowledge acquired through their graduate programs.

WISCONSIN STATE UNIVERSITY
WHITEWATER, WISCONSIN
WILLIAM CARTER, *President*

To facilitate the teaching of four human values to a group of elementary school children and to measure the effect of the teaching methods employed, Wisconsin State University is presently engaged in the Humanities-Values Project. Values are defined as conditions of worth. The conditions of worth being taught in this project are human life, human dignity, individuality, and rationality. Phase I requires children to study and make value judgments about issues which are directly related to the values being taught. In Phase II children are involved in a variety of nondirective value classification activities designed to help each child analyze and evaluate the particular value judgments he has made.

YESHIVA UNIVERSITY
NEW YORK, NEW YORK
SAMUEL BELKIN, *President*

To prepare graduates of liberal arts colleges for effective teaching in elementary schools serving urban slum communities, Yeshiva University has developed the Project Beacon Training program. Underlying the program is the premise that the academic retardation and norm-varying social behavior commonly observed among socially disadvantaged pupils can be minimized, if not fully overcome, through appropriate school experiences. Problems and issues in the "real world," which students help to identify, are the starting points of instruction. Participants include scholars from other universities, public school practitioners, and leaders of slum communities.